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THE MORGAN COLLEGE BULLETIN

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Around the May Pole—Summer School

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Summer School Number

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The Morgan College Bulletin

VOL. VI AUGUST, 1914 NO. 8

Morgan College Bulletin

Edited and Published by the Faculties of Morgan College and Branches.
John O. Spencer, President.

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Editorial.

AFLOAT.

[The Bulletin and its rerders, and especially the interests it represents, Morgan College and Branches are ever in my mind. Whether on sea or land I see with eyes for these instrests. What I am permitted to see, I would that others interested might see, with clearer vision than I possess. Such things as I do see it is more than a pleasure to share with others, those who,—the faithful teachers and devoted students are also constantly thinking of our schools. For these readers all the following disconnected impressions are prepared. J. O. S.]

At 10:30 a.m. the hoarse whistle of the White Star S.S. "Canopic" booms a warning to all gay visitors telling them to make way back to the dock. Baskets of flowers, boxes of candy, fruits, books, and other loving tokens are thrust into the arms of those who are to make the voyage. There is a scramble for the gang planks. Messengers arrive with telegrams, letters, packages while others stand ready to take a final word of reply. The steel frame of the steamer quivers—another and a final warning is sounded and there is a hasty move down the plank.—A taxi rushes to the foot of the dock, a couple of satchels are tossed to the porters and two men, one fat—the other lean,—strain every nerve to reach the plank and get aboard. The lean man makes it easily but the fat one, pale and panting, supported by a friendly porter is almost dragged aboard as the plank swings back to the dock,—just the chance of a half minute.

Amid the tooting of whistles and bellowing of horns, the shouts of good-byes from dock and deck the ship swings out from the magnificent new Commonwealth Dock and heads for the mouth of the harbor. A word about these new docks. There are abundant signs that all the seaboard cities are making extensive plans to capture and hold each its share of the increasing traffic of all the ports. Bigger ships mean bigger docks and greater facilities in handling with ease and expedition the vast freight and passenger traffic. Boston is not slow to see this and on the South side, close to the great railway termini is expending many millions in improved docks and terminal facilities.

This same Commonwealth dock is now black with people waving adieus to the twelve hundred passengers taking shipping for the Mediterranean *via* the Azores, Madeira, Gibraltar, and Algiers. Of the passengers over 300 are first cabin—mostly seeking rest and recreation, over 800 are in steerage and are returning home—many to spend the

winter or to invest their saving in sunny Italy.

The steady pulsations of the great engines, the fading away of the crowds on the dock, as one object after another drops astern and is lost in the blur of the horizon we are really at sea cleaving the waters with steady thrust. A fog settles and for a couple of days the melancholy fog horn reminds us that there may be others on the high seas with ourselves.

Our watches are set ahead about 30 minutes per day to keep up with a similar acceleration of the ship's clock which takes its leap every midnight. The ship's run is posted at noon daily an average of about 350 miles.

After six days the Azores are in sight and on the seventh day we are steaming into the harbor of Ponta Delgada, the capital of the Islands on St. Michaels the largest of the group. These were discovered some sixty years before Columbus made his famous first voyage to America. When we remember that the westernmost of the Azores lies about 1000 miles from Lisbon on the way to America, when we remember that Columbus was for a time a resident of Funchal, Maderia Islands, a sister group of the Azores, and finally when we remember that Columbus probably visited all these islands and may have cruised many miles to the west in the hope of discovering other islands, the final feat is robbed of certain novelty to the intrepid sailor while it loses none of its charming romance or fervid heroism.

At the Azores we visited some charming gardens with quaint grottoes, bridges and towers, strange plants and most interesting of all perhaps the constant song of birds rivaling the canary in thrill and delicacy of tone. But the old ship is tugging at her chains and we hasten back by carriage only to be scornfully passed by a Ford automobile.

Soon we are on board the "Canopic" headed southwest for Maderia over 500 miles distant.

Early in the morning the serried cliffs and lofty mountain peaks of the Maderia Islands lift out of the haze of the sea. It is difficult without exageration to describe the enchanting beauty of this morning scene. Maderia is like an exquisite cameo, carved by the winds and storms of the centuries and holding the coloring of a milennium of smoldering fires, as if to make the Scripture more realistic. The distilled tints of a million sunsets are splashed over the island and run dripping to the sea.

By ten o'clock we are at anchor in the harbor of Funchal ready for the ascent of 'Monte', which may be done easily on the rack and pinion railway that lifts us in a half hour to the height of 2000 feet. At this height the ocean seems tilled like a lady's mirror and we gaze into its mysterious depths. The ships below look like toys.—The journey down is made on sledges guided by men. Three passengers occupy a sledge which flies down the slope at a great rate, the road being paved with smooth pebbles about the size of a hen's egg.

Beautiful gardens and villas line the road, the gardens being held in place by retaining walls and the soil being watered by mountain streams conducted in little canals and pipes. Sugar cane is raised in large quantities and is drawn on ox sledges to points where it is carried by cable to the factory.

There are practically no horses on the island and no wheeled vehicles except a few automobiles and a little tram car drawn by donkeys.

One of the chief industries is the making of embroidery and drawn work for which the place is famous.

At two p.m. we say good-bye to Maderia and turn our prow toward Gibralter. July 21—The Rock of Gibralter is in sight.

MORGAN COLLEGE COURSE IN PHILANTHROPY.

A two hour course in practical Philanthropy with an additional two hour seminar will be given, for the first time, at Morgan College.

The primary object of this course is to give the students a working insight into the field of Philanthropy, including the cause and prevention of poverty and misery, and the part played by the individual, the institution and the community in the rehabilitation of families.

A secondary object is the investigation of conditions among the colored people of Baltimore, an intensive study of two general subjects, such as health and housing, being made during the year. It is planned to make the course a practical training which will provide workers who can attack the problem of the colored race from the inside, and so can co-operate, to the best advantage, with those now working in that field. In order to do this the class work, which will use Dr. Devine's "Principles of Relief" as a text, will be supplemented by outside reading, by lectures given by specialists in the various departments, and by seminar study of individual cases drawn from various sources.

Theses involving the study of different phases of the subject will be required of the students.

The course will be open to anyone capable of doing the required work, and credits toward an A.B. degree will be given to those who have completed a satisfactory preparatory course.

It is expected that the six weeks course to be given by Dr. Devine, in March and April, will open to this class without extra charge. The hour has not been definitely fixed but will be arranged to accommodate the greatest number. It will probably be either Tuesday or Wednesday from four to five and on Satueday from eleven to twelve. A seminar hour will preceed each recitation period.

A fee for those not regularly enrolled at the College will be five dollars for the course.

THE SUMMER SCHOOL.

August 7th marked the close of the second summer school session at Princess Anne Academy. This was the second summer school since the latter eighties when a session was held.

The session just closed was a marked improvement over the one of 1913. The enrollment increased threefold; a class of special music students was conducted; the number of pupils for the practice teaching class was augmented by new faces, and in general the work was rounded off in good style.

Prominent lecturers of both races added inspiration to the occasion with timely addresses. Eminent educators assisted with helpful talks, some reviewing the class work. Special reference is made to all es-

sential features in the appropriate sections.

President J. O. Spencer of Morgan College and Branches is in Europe for the summer, therefore the summer school missed his sunny face and helpful lectures which are an inspiration.

The index points to a larger, better and more thoroughly conducted summer school June 28th to August 6th, 1915.

L I T E R A R Y

THE SUMMER SCHOOL AND ITS VALUE.

Alonzo H. Long, Ped.B.

In this great, broad, busy world of commerce and activity, all ambitious, industrious young people are on equality, other things being equal. He who succeeds best is the one who deserves the best success. The summer school has been organized to furnish instruction to the young men and women who desire to pursue systematic study for a short period of time. It has been said that the great fault of short attempts at an education is, that the learner is a blind leader of the blind, and, therefore runs a great risk in never getting anywhere in particular. The work presented in a summer school is not intended however to take the place of, or interfere with resident work at some normal school, college, or university. It is intended to help those whose actual attendance is out of the question. Rigid examinations are given in all branches, and it is the aim of those in charge to require a high standard of work.

Teaching is becoming a profession more and more each year. The demand for instruction in professional studies is increasing at a rapid rate. Thousands of teachers are pursuing systematic courses of study in professional branches at some summer school. You cannot afford to neglect this work. Do not worry about opportunities, you have more of these now than you are using. Positions are waiting for men and women of ability, but promotion comes only to the competent. The person who masters his profession in all its details, is the man who earns and deserves promotion, and he is certain to find it.

Do you feel that you should take up some studies while teaching, so as to shorten the time and lessen the expense required in taking up new methods? Would you secure a higher grade certificate? or prepare to teach some additional branches?

If so, summer schools offer excellent opportunities. Fitness of an individual has reference to the endowment of his powers both natural and acquired to make him equal to the duties for the accomplishment of a specific purpose. Fitness for teaching means strength of power sufficient to accomplish the end sought in the work of education. It may be emphasized from the art viewpoint; that is, the general and special training necessary to prepare one for the work of the teacher, or it may be emphasized from the side of natural endowment, which is essential to efficiency in this sphere of human effort; that is, fitness inherited—natural, moral, intellectual and

physical tendencies in the right direction to qualify teaching. This is an extreme statement but it points to a truth. It is a fact that much may be done by proper training in this direction.

From observation I have learned there are many people with brilliant minds passing through life without an education for the following reasons.

(1) They are not able to meet the great expense common in so many of our schools; and if they were able they are unwilling to spend their time and money for that which is not practical.

(2) The time of securing a moderate education is too long in most institutions of learning.

(3) Students are required to study many branches not practical and many times distasteful to them, and thus their progress is retarded.

With the design of meeting all these difficulties Summer Schools are established.

The secret of success in any chosen calling of life is to do in the best manner the work that the world wants done. All teachers should encourage and develop some one talent for the use of which the world pays cash. Remember the world pays cash for efficiency and to gain this knowledge some extra work outside of the training we have gotten in normal schools and colleges, must be done.

It is true we can study at home but not with the zeal and earnestness as at an accredited summer school.

Success is the natural effect of well directed efforts. Failure is the inevitable effect of trying to reap something that we have not sown.

The man or the woman who is earning ten dollars a week and who is ambitious to earn twenty dollars a week, has simply to make himself worth twenty dollars a week, and the chances are that he will soon get it. He must double the amount of exertion along the line of brain activity.

Teachers who are looking for raises in salary should and ought to attend some summer school. When one can realize that some of the counties furnish tuition to teachers who will attend it seems an ungrateful act on any teacher's part not to accept the opportunity.

It is a case of "no hustle," but laziness and this ought to be worked out of the system or the teachers ought to be worked out of the school system. Young teachers and old ones also, do you know that you are running into danger when you neglect your opportunities for a better education, school, and salary?

It is a sad fact that many teachers imagine that they are exceptions to the general rule—that it is not neeessary for them to spend any time for training and mind development in securing an education, especially after having taught a number of years. But they will discover when it is probably too late that they made a serious mistake in their judgment when they try to hold a school against odds. The man or woman teacher, who needs no extra training is the man or the woman who finds himself or herself sliding out of the school system regardless of the kicks and clamors of friends.

Summer schools are hunting young people of both sexes—energetic, active, warm-blooded, enthusiastic young people who are determined to make most of their opportunities.

The latest and best methods used are taught in the summer school and its sole object is to train teachers for successful work. The work lays the foundation upon which the specialist may build. Another thing it is intended to bring within the reach of every teacher that broader culture which has always been indispensible to the highest success in almost every department of life, and which is fast becoming equally indispensable to common duties of citizenship.

To know how to reason, as well as to understand the laws underlying mental, political and social life, is demanded in this age. The summer school course is prepared especially to meet the wants of that kind of a student.

Never, perhaps, was there a greater demand for a practical education than at the present time. Education is now a requisite qualification not only for teachers and other professional men and women, but also for the great army of employees in our state and nation.

Are you a teacher? Do you desire a position? What salary are you receiving? Are you content to teach getting a very small salary, when with a little effort and a small expenditure of money, you can qualify for a larger salary?

The first step to advancement and a higher salary is to secure a better education. The second step is to prove to others that you are fitted for a better position and a higher salary. Education alone will not secure you a position. Your application for a desired position is considered along with many other applications. Competition is keen. Among the candidates will be normal graduates, college graduates and teachers holding State certificates. You are up for judgment before the Board of Education. The Board is almost sure to decide to drop all candidates except those holding college diplomas, normal school diplomas, and State certificates. Your education may be equally as good as that of the other applicants, but if you have no diploma or certificate as evidence to prove the fact you lose out. Many a good school teacher is crowded out of the profession because he has nothing to show for the work he or she has done. Upon the completion of each summer school course, students are given certificates. Upon a certain number of summers, students are given diplomas.

In some respects there is opportunity for better work in a summer school course than in the ordinary class room. Each student in a summer school has to do enough work in each subject taken to get a certain number of credits to be entitled to a certificate or diploma. Indeed I may say there is a larger proportion of high grade work done in such a school than in regular recitations of colleges and schools. I have myself been personally interested in summer school work and have seen the system worked for quite a while. I have seen men and women from all the States of this country and from nearly all the countries of the world engaged in the study of school work. There is a great deal said against it: there is more to be said in favor of it.

The imparting of instruction from four to six weeks has met with so much success in these later years that it is everywhere becoming to be recognized as a fixed feature of later day methods of education.

Experience has shown that a great amount of work can be done in a short time and with credit.

The plan has been practically tested in nearly every department of study. The results have been entirely satisfactory.

Statistics show that over one hundred thousand men and women in this country are at the present time following courses of study in summer schools and are the most enthusiastic supporters of the system. Certainly there is evidence enough at hand to convince even the most skeptical of the success of the summer school and its value.

SCHOOL NOTES AND NEWS

PRINCESS ANNE.

The Summer School of Princess Anne Academy closed Friday, August 7, 1914. We had some very helpful lectures during the session.

On Tuesday, July 7, the Summer School was especially honored with a lecture from the eloquent Dr. P. O'Connell. His lecture, "Grounds of the Negro's Hope", a companion to the other lecture, "Winning the Handicap" is a most erudite production and was delivered in masterly fashion, and was thoroughly enjoyed by all present.

Rev. S. S. Jolley honored us with his presence Friday, July 10th and delivered in his own inimitable manner a learned disquisition on the Political Situation as regards the lack of recognition of Federal Authority by States, the bold assertion of the Doctrine of States' Rights. This lecture was food for thought.

One of the rare treats of the session came on the 22nd of July. We were most pleasantly entertained by sweet music rendered by the artists of the Merry Concert Band of Cambridge, Md. This was certainly a treat enjoyed by all. Between selections refreshments were served by Principal and Mrs. Kiah. The remarks made by Mr. Benjamin F. Jennifer and Mr. E. S. W. Camper, Esq. were appropriate and timely.

Thursday, July 23, Dr. C. A. Tindley lectured from the subject "EDUCATE." From the word "educate", he developed the following strong points:

"E" means to enter into. As one is able to interpret the world and enter into it, he becomes educated.

"D" means development or unfolding.

"U" means unite. To be able to see the good and unite in sympathetic effort with each other.

"C" means compete. God never made color as an apology. We must do things and do them better than anyone else.

"A" means able. After completing a course of study in any institution one must be able to do things. There is a big difference in a fellow passing through college or school and a school or college passing through him.

"T" means trust. If you wish to do the task well, you must trust people.

"E" means endure. The measure of success means endurance.

This lecture of Dr. Tindley's made a lasting impression upon the summer school students, giving much inspiration for the arduous work of the coming year.

The same day of Dr. Tindley's lecture, the 23rd, the Building Committee for the new dormitory for girls met on the Academy Campus to complete plans for the erection of the dormitory. The building will begin in a week or two. It will be erected on the latest modern sanitary plans.

Prof. R. A. Spade, Superintendent of Public Schools of Dorchester County, Maryland, gave a lecture Wednesday evening, July 28th, from the subject, "THE ECONOMIC VALUE OF BIRDS." He divided his lecture into the following points:

Birds of prey

Birds that glean in the field

Birds that glean in the tops of trees

Birds that glean in the trunks of trees

Birds that glean on or near the ground

Prof. Spade's lecture of one and a half hours was full of interest and information from beginning to end.

Prof. N. F. Monroe of the Maryland Agricultural College lectured the afternoon and evening of the 27th on "HOME GARDENING" and "SCHOOL GARDENING." Both lectures were very instructive setting forth the relation of the rural school to the home and farm.

The following exercises were held during the closing week:

Saturday evening the faculty and visitors were tendered an excellent concert by the summer school students.

Sunday evening at vespers, each member of the faculty gave a short talk to the student body. The talks were interspersed with solos by members of the faculty.

Wednesday afternoon the 5th, from 3.00 to 6.00 o'clock, the summer students and pupils of the training class gave a very interesting closing exercise. After the concert, the students and visitors were tendered a reception by the Faculty.

The students and faculty had a very pleasant straw-ride the same evening to the home of Prof. John E. Smith where they were pleasantly entertained with ice-cream and a watermelon feast.

Friday afternoon, the 7th, the school disbanded after a successful session.

The summer school has been honored by the following visitors:

Miss Anne Elizabeth Smith, one of the teachers of the Colored High School of Baltimore, spent two weeks on the campus. Rev. and Mrs. C. S. Sprigg and Rev. and Mrs. William Brown, of Crisfield and Lawsonia, respectively, spent the last week on the campus.

THE SUMMER SCHOOL CHAMPIOMSHIP—IN TENNIS.

The tournament began July 2nd. The matches were S. H. Dix and R. L. Cordery opposing A. H. Long and M. F. Pinkett. The former pair were counted as star players on account of their swift serving. The latter pair were good at receiving and close plays. The matches met with much life and spirit and played hard. The first chance was won by A. H. Long and M. F. Pinkett; they won on close plays. The second chance was solely won by R. L. Cordery and S. H. Dix; they seemed to be in shape for serving. C. C. Reed was umpire for the second chance. Now the sides stood tie, each was now eager for the third and last chance which was to decide the champions. The matches met and had a hard battle, the victory was carried off by A. H. Long and M. F. Pinkett.

Summer School.

For some years the members of the Board of Trustees of Morgan College and Princess Anne Academy, recognizing the advantage to be gained in a summer school, and the need and desire on the part of many rural teachers for such a school, have been perfecting plans for a summer school for the colored teachers of the state.

This timely preface is fittingly supported by generous and sincere testimonials by student teachers and visitors.

FACULTY FOR 1914.

Thomas H. Kiah, A.B. ..... Principal
History of Education, School Ethics.

Alonzo H. Long, Ped.B. ..... Psychology
Educational Psychology Specially related to Industrial Training.

Joseph H. Lockerman ..... Mathematics
Specialist in Methods.

John Elliott Smith ..... Science
Agriculture, Nature Study, Home Gardening.

E. Juanita Bowen, A.B. ..... English
Language Lessons, Grammar, Story Telling, Methods.

Alethea H. Washington ..... Rural School Methods
Organization and Conduct of Class, Critic Teacher.

Olive C. Madella ..... Domestic Science and Art
Classification of Food, Cooking, Serving, Sanitation, Methods.

Roy L. Cordery ..... Manual Training
Sloyd, Chair Caning.

Stephen H. Dix, A.B., Secretary ..... English

STUDENTS.

Carroll, Lena M ..... Lutherville, Md.
Coleman, Lillian Edith ..... Cambridge, Md.
Cornish, Mamie ..... Baltimore, Md.
Crampton, Inez S. ..... Baltimore, Md.
Dial, Daisy F. ..... Baltimore, Md.
Hughes, Margaret S. ..... Jesterville, Md.
Hooper, Lida A. ..... Federalsburg, Md.
Jones, Horatio W. ..... Princess Anne, Md.
Kiah, Wm. W. ..... Church Creek, Md.
Keene, George R. ..... Church Creek, Md.

Lockerman, Alice E. ..... Baltimore, Md.
Lockerman, Virginia ..... Baltimore, Md.
Maddox, Maurice Henderson ..... Cambridge, Md.
Raphael, Edith Viola ..... Cambridge, Md.
Raphael, Eliza Caroline ..... Cambridge, Md.
Townsend, Esther Viola ..... Princess Anne, Md.
Ward, Mabel L. ..... Hopewell, Md.
Warrington, Roberta S. ..... Pocomoke, Md.
Waters, Cora A. ..... Princess Anne, Md.
Waters, Cleopatra ..... Upper Fairmount, Md.
Waters, Lucy M. ..... Upper Fairmount, Md.
Waters, Parthenia ..... Upper Fairmount, Md.
Wilson, Edna A. ..... Cambridge, Md.

MUSIC—SPECIAL.

Dano, Pauline E. ..... Princess Anne, Md.
King, Annie R. C. ..... Princess Anne, Md.
Nutter, Adella ..... Marion, Md.
White, Hattie D. ..... Princess Anne, Md.

TESTIMONIALS FROM SUMMER SCHOOL STUDENTS.

My stay at Princess Anne Academy Summer School has been a most delightful one from every point of view. The board was excellent; the dormitories neat, quiet, and spacious. The large campus is always penetrated by cool breezes and makes life most comfortable; even during the hottest part of the day. As a whole, I am pleased beyond expression, and if possible will return next year for the Summer course.

Yours truly,
M. Henderson Maddox.

Happy all day has been my stay,
In the dear old Summer School at P. A. A.
Of the fine subjects which were studied with impression,
I was sorry, very sorry at the close of the six weeks session.

Lillian Coleman.

Fair thee well dear P. A. A.
Thy teachers have given me such a ray
Of knowledge that I cannot leave,
Without praising thee and thy faculty.

Lena M. Carroll.

The many, many pleasant days
Of Summer School at P. A. A.
Will ever in my memory stay,
When I'm away from P. A. A.

Mable Ward.

I love thee dear fair P. A. A.,
And may you ever be my stay,
When I am very far away,
I'll think of thee dear P. A. A.

Edna A. Wilson.

When twilight dims the day,
And the shades of night begin to fall,
We'll remember P. A. A.
And think about our schoolmates all.

Geo. R. Keene.

P. A. A. I have been greatly benefited and interested this summer by the specialists at Princess Anne Academy. Places of honor must be attained, not given away.

Mamie Cornish.

My stay in P. A. A. has been a very pleasant one and in leaving I will carry with me many happy memories of the pleasant days spent here, which shall cheer me in years to come when in memory I recall dear P. A. A.

Lucy Waters.

It would greatly benefit any, who are teaching or who expect to teach, to attend the Summer School Session at Princess Anne Academy.

Inez S. Crampton.

I feel greatly improved through Princess Anne Academy Summer School. After being out of school about eighteen years, I feel that I have received inspiration and have been reawakened intellectually, by means of the courses given by the named school. My associations with the fellow teachers were very pleasant and I shall often recall the pleasant conversations, different games and last but not least of all our physical culture.

I am very grateful to the Principal and faculty for their interest shown.

Roberta S. Warrington.

Go forward! Go forward!
All Summer School students;
And help to make our race prosperous.
If this we do, which is our sentiment,
Our aim will be accomplished.

L. A. Hooper.

I have spent many happy days in P. A. A.
May the Lord bless you all.

Cleopatra Waters.

Early did I rise at the Summer School at P. A. A.,
My studies I did study until my eyes would turn to gray.
But above all, my stay has been one of delight,
And I grieved when we were told it was time to take flight.

Edith Raphael.

I feel that the Summer School, which I attended at Princess Anne has greatly developed my intellectual ability, and that I will be more efficient to enter upon my school work with greater zeal and interest. I sincerely thank the Principal and faculty for their kindness toward us.

Cora Waters.

Princess Anne Academy,
Princess Anne, Md.,
August 7, 1914.

Dear Principal Kiah:—

I have been benefitted greatly by my course in the summer school. I have received through my instructors, such help as will guide me in my school work.

I feel better prepared to know when, where and how to present lessons to my pupils. I also feel the good of my contact with the faculty of the school, and my fellow students.

Lastly, my general health has been much improved.

Daisy F. Dial.

I love to be at dear P. A. A.
With its shady and stately trees,
To hear the sweet strains of music
And the drowsy hum of bees.

It is the place of joy and gladness,
It will fill your soul with glee,
For the good instructions that are given,
It is the very place to be.

There is a need for willing hands,
Need for kindly words and deeds
This message is given at P. A. A.
If you will only take heed.

So many need a helping hand,
A kindly word of cheer,
Come to Princess Anne Academy,
The place that is so dear.

Eliza C. Raphael.

Princess Anne Academy,
Princess Anne, Md.,
August 7, 1914.

Principal and Faculty:

Of the Summer School, I wish to express this fact: I was glad when they said to me, let us go into the house of P. A. A., for my soul longs for knowledge. Then after a stay of six weeks there has been a revival spirit that makes me long to go, indeed it means more than I am able to express to be in touch with this noble body of educated men and women. May God be with you till we meet again.

Wm. W. Kiah.

Words from Visitors.

We have been visitors to the Summer School at P. A. A. for the past two years; have attended the classes and lectures, and have found the teachers and faculty, what they should be, up to date.

Rev. and Mrs. C. S. Sprigg,
Crisfield, Md.

I have been very grately impressed with the seriousness of the student body and with the earnestness of the instructors. I hope that the good fellowship between the pupils and teachers may continue. I shall often think of the kind friends that I met while here.

Annie E. Smith,
1627 Druid Hill Ave.,
Baltimore, Md.

An ideal place and way for vacation recuperation and increased education, because of the efficiency of the faculty.

Rev. and Mrs. W. S. Brown,
Lawsonia, Md.

Program given August 1, 1914

BY SUMMER SCHOOL STUDENTS.

Song	School
Lord's Prayer	Led by Mr. W. W. Kiah
Opening Song	*"Old Black Joe"* School
Recitation	Miss Mamie Cornish
Solo	*"It's always June When You're in Love"* Miss Lillian Coleman
Class History	Miss Lena Carroll
Duet	Misses Alice Lockerman and Mabel Ward
Recitation	*"When Malinda Sings"* Miss Cora Waters
Solo	*"The Rosary"* Mr. Maurice Maddox
Recitation	*"The Rivals"* Miss Lida Hooper

Recitation ..... *"When the Corn Pones Hot"* ..... Miss Lucy Waters
Song ..... *"The Cats' Concert"* ..... School
Recitation ..... Miss Cleopatra Waters
Closing Song ..... *"Medley"* ..... School
Remarks ..... Principal Kiah

Program was prepared by Misses Inez Crampton and Daisy Dial.

THE MEDLY—IN FULL.

Tune—Battle Hymn of the Republic.

To Prof. Jos. H. Lockerman.

Professor Lockerman was a teaching on a pleasant summer day,
Professor Lockerman was a teaching on a pleasant summer day,
Professor Lockerman was a teaching on a pleasant summer day
Old Arithmetic.

Percentage was the subject on a pleasant summer day,
Percentage was the subject on a pleasant summer day,
Percentage was the subject on a pleasant summer day
In Arithmetic.

Professor Lockerman 's going to leave us on a pleasant summer day,
Professor Lockerman 's going to leave us on a pleasant summer day,
Professor Lockerman 's going to leave us on a pleasant summer day
And take old Arithmetic away.

Glory, glory, hallelujah,
Glory, glory, hallelujah,
Glory, glory, hallelujah,
Arithmetic 's gone away.

Tune—I want to be way down in Dixie

To Prof. Stephen H. Dix.

We love to be, we love to be,
We love to be with dear old Dixie,
Way down there at P. A. A.
Where we can be with our Dixie Man,
We love to be, we love to be,
We love to be with dear old Dixie,
You can tell the world we're all in love with
D—i—x, we don't know how to spell it,
But we love, we know we love
We love to be with Stephen Dix.

Tune—Swedish Harvest Dance

To Prof. J. E. Smith.

Would you know, would you know,
And would you understand,
How Professor Smith teaches farming,
He teaches us to sow as our arms out we throw,
And to stand and take our ease like the farmer.
He teaches us indeed how to plant all kinds of seed
So joyfully, so joyfully,
We're glad Professor Smith teaches farming,
So joyfully, so joyfully,
We're glad Professor Smith teaches farming.

Tune—The Curse of an Aching Heart.

To Miss E. J. Bowen.

You made us what we are Miss Bowen,
We hope you're satisfied,
You made us go to bed at night
Although stay up we tried,
You gave us rules made up in school,
To keep us straight you've tried,
Because you are true, we all love you,
That's the thanks of our greatful hearts.

Tune—Balling the Jack

To Miss O. C. Madella.

First we made a raffia hat, cute and small,
Then we made a raffia basket, did we all,
Then we took some raffia good and bright.
Made a little pocket book, made it right,
Then we made a hand bag, picture frame,
And all the things we made we just can't name,
Miss Madella our dear teacher,
Knows just how to teach raffia work.

Tunes—Of different Folk Dances and Games put together

To Miss Alethia Washington.

Boom sa la la, boom sa la la,
Rig a gig gig, and away we go,
There was a poor old Chinaman,
Sissy and Bob join in wedlock,
Prettiest little couple I ever did see,
"O',——
Coming through the saw yard, saw yard, saw yard,
I see you, I see you,
Tra la la la la la la
I see you,
Go round and round the valley mazoo, mazoo,
Here we dance the looby-loo,
Boom sa la la, boom sa la la, etc.

Tune—O!, So Sweet!

To Prof. Alonzo H. Long.

Prafessor Long is so sweet,
There's only one description, so sweet,
Some games with him and how our hearts do beat,
To have him near us is a great big treat,
He's always acting like a teacher should,
And then besides that man is so good!
We know it's what he says, and what he does,
And we're just crazy 'bout him cause—
He is wonderful, he is marvelous,
He is classical, he is dutiful,
And he's oh, oh, oh, oh, oh,
Oh, so sweet!

THE LIBRARY OF THE
OCT - 5 1933
UNIVERSITY OF ILLI

Tune—Coming through the Saw Yard

To Prof. Roy L. Cordery.

Who teaches sawing wood, sawing wood, sawing wood,
Who teaches sawing wood,—All day long.
Professor Cordery teaches sawing wood, sawing wood, sawing wood,
He teaches sawing wood,—All day long.

Who teaches hamm'ring nails, hamm'ring nails, hamm'ring nails,
Who teaches hammering nails,—All day long.
Professor Cordery teaches hammering nails, hammering nails, hammering nails,
He teaches hammering nails,—All day long.

Who eats 'lasses, 'lasses, 'lasses,
Who eats 'lasses,—All day long.
Professor Cordery eats 'lasses, 'lasses, 'lasses,
Professor Cordery eats 'lasses,—All day long.

Tune—After all that I've been to you

To Principal Kiah.

After all Prince Kiah's been to us,
After all of these many days,
After every thing he's been through,
To make it pleasant for me and for you,
'Tis a good story we've to tell,
Of success brought to us by his pains,
We are going to part, and it's breaking our hearts,
After all Prince Kiah's been to us.

Tune—I'm on My Way to Mandalay

To Princess Anne Academy.

P. A. A. dear old P. A. A.,
We're going to leave our dear old P. A. A.,
P. A. A. we love so dear,
We hate to leave this year,
We are leaving and our hearts are grieving for you
Dear old P. A. A.,
P. A. A. old P. A. A.
We hate to say good bye.

LYNCHBURG.

TO MEMBERS OF THE WASHINGTON CONFERENCE.

Dear Brother:

At the reunion of the Alumni Association of the Virginia Collegiate and Industrial Institute held at the last commencement, May 28th, I was elected its president.

The Association instructed me to look up all of the graduates of the Institution. I am writing you asking that you will inquire in yor congregation and throughout the community for graduates of the school. Will you do so at once and give me their names and P. O. addresses?

My dear brother it is very necessary that I get this information at once.

Please attend to it.

As an alumnus of the school, I feel it my duty to do all I can for it.

With best wishes, I am fraternally yours,

Rev. P. R. VAULS, Pres.
L. T. DEAN, Secty.

Morgan College and Branches,

J. O. Spencer, A.M., Ph.D., Pres.

Morgan College

Fulton and Edmondson Avenues

Baltimore

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Princess Anne Md.

(Eastern Branch of the Maryland Agricultural College)

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EDUCATIONAL ADVANTAGES OFFERED AT PRINCESS ANNE ACADEMY.

SEPTEMBER, 1914.

Volume VI
Number 9

THE MORGAN COLLEGE BULLETIN

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The Morgan College Bulletin

VOL. VI SEPTEMBER, 1914 NO. 9

Morgan College Bulletin

Edited and Published by the Faculties of Morgan College and Branches.
John O. Spencer, President.

OFFICE OF PUBLICATION:
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MARYLAND AGRICULTURAL COLLEGE

Editorial.

AFLOAT AND ASHORE.

We left our long distance talk to the *Bulletin* with the Rock of Gibraltar just ahead. This truly magnificent headland, almost an island, soars to a height of 1396 feet the grim sentinal of the Mediterranean, one of the "Pillars of Hercules" of the ancient world. The perpendicular rock does not face the straits as is commonly supposed but nearly faces the Spanish town of La Linea. This town is separated from British territory by a low-lying, sandy strip called Neutral ground, some 200 feet wide from water to water. Here the Spanish sentries are on one side and the British sentries are on the other—face each other continually, night and day.

The famous rock bounds the Bay of Algeciras or Gibraltar on the east. Thackery says,—"It is the very image of an enormous lion, crouched between the Atlantic and the Mediterranean, and set there to guard the passage for its British mistress."

The perpendicular rock itself 1356 feet high is overtoppled by another peak, the highest point in the line of fortifications. Of the actual fortifications practically nothing is known by outsiders the military secrets being most carefully guarded.

The face of the big Rock is honeycombed with tunneled galleries cut in the solid rock, the passages rising in easy grades and embrasures looking out to harbor. The public is usually admitted to these galleries.

The town of Gibraltar boasts of a population of nearly 24,000 including the garrison of over 5,000 men. The town population consists of Spaniards, Moroccans, Moores, and a motley collection of other Mediterranean races.

Shops abound with embroideries, jewlery and nicknacks from China, Japan, Africa, Switzerland and the corners of the earth.

A few hours of sight seeing and we are off for Algiers about 26 hours sail 333 miles distant.

We leave Gibraltar with mists veiling the lordly lion in stone.

July 22nd, 5 p.m., finds us rounding the Point el Ketani and swinging into the crescent shaped Harbor of Algiers. Algiers is subject to France and with its extensive hinterland constitutes one of the most extensive and one of the best managed of the French Colonies. Here we have a beautiful city solidly built, on the whole cleanly, sanitary and well managed. In the French part

of the town broad, well-made streets and excellent buildings abound. The common artisan is probably better honored than those in similar lines of work in Europe or America.

The guide book tells us that there are 154,000 inhabitants of whom over 35,000 are foreigners, mostly Italians and Spaniards while 34,000 are Mohammedans and 13,000 are Jews. The rest of the population is made up of Berbees, desert men from various tribes, all the latter crowding into the old or native town, which is one vast hive of men, women children, cats and dogs. The streets are winding and narrow being often about nine feet wide. The houses have balconies supported by rustic brackets the projections almost meeting overhead. Numerous staircases and winding steps, galleries, arcades and blind alleys add to the maze until one, even with a guide wonders if he will ever emerge from the labyrinth. The whole family,—Mohammedan women excepted, sit on mats in the street, carrying on the whole domestic process, cooking, sewing, eating, sleeping before one's very eyes. Indeed in making a second excursion into the native city at night one had to pick his way along most carefully to avoid stumbling over a sleeping form in the narrow street or on the stairs.

Tomorrow is a great day in the Mohammedan world and the population of that faith retires early to perform the ceremony of purification necessary to a proper observance of the sacred day.

The French have wisely not interfered with the religious sentiments of the people but, on the contrary, have adapted themselves to the people. The new post office, a most striking building is distinctly Moorish in design with its horseshoe arches, its pendant or stalactitic finish. The main interior is almost circular surmounted by a beautiful dome, and over the arches and in the panels between, are texts from the Koran in Mosaics of rare attractiveness.

Here, too, are shops containing almost everything from the ends of the earth, antiques a year old "made in Germany," Remington typewriters, Singer sewing machines, cutlery from Birmingham, silks from Kyota, scents from Paris mixed with smells of undoubted native origin, a medley of races, an orgie of colors, a babel of sounds, all appeal with oriental insistence to the various senses.

At 11:30 the engines throb, the ship moves, the brilliant galaxy of lights hanging like a necklace on the dusky breast of Algeria fade in the distance while we stride with giant tread toward *Napoli*, the fairest port of poets' dreams and novelists' romance, the Napels of to-day's geographies, rendered immortal by every writer and scribbler who has seen it for a thousand years.

NEIGHBORING COLORED FAIRS.

At "Oakville" popularly known as "Union Free," a settlement principally of colored people, about three miles east of Princess Anne, Md., on Aug. 6 and 7 were presented attractions by the Oakville Improvement Co. These attractions constituted what was called a fair. The few men who conduct the infant organization realize that wider steps must be taken to develop this promising venture. We can only say that a manifest interest has been aroused

among residents of the community to improve homes, stock, land, the school house and the church.

As a regular chartered organization the colored people conducted a fair at Tasley, Va., August 25, 26, 27, 28. This association has conducted successful fairs here for many years. An astonishing dividend is now declared. All stock, ($10.00) per share was sold shortly after the fair began. The price of shares has doubled, only to be had of persons desiring to sell.

The Academy is a bit proud of Benj. T. Coard, Jr., class of 1908 who is President of the Fair Association, President of the Brickhouse Banking Co., Hare Valley, Va. and a generally active and influential young man in his community.

The colored people of Salisbury and around presented attractions and exhibitions to patrons September 1, 2, 3. This demonstration was known as the "Emancipation Fair," commemorating the emancipation of the enslaved Negro in this country. Memorable speeches, attractive exhibits and good horse racing made the occasion worth while and was a big advertisement for the managers who evidently will organize a larger number of backers into a stock company.

Every effort has been for the betterment of a community and the race, and the sum total of all efforts spells bigger things than merely money for a few.

Princess Anne Academy will display class room, industrial, and agricultural exhibits in the future.

Reciprocity is a big factor in helping to solve knotty problems.

C. C. R.

THE OPENING OF SCHOOL.

Only a few days remain of the vacation season. The stress and strain of class room work resulting from responsibility for discipline, recitations, and exposure to unhygienic conditions make vacation an imperative necessity for both students and teachers. The change of scene and work has, we hope, furnished such recreation and physical uplift to teachers and students as have put them in the best possible condition for the work now so soon to be begun.

Recent information from President Spencer's pen tells us that he has arrived in this country and is ready for work.

Indications point to a large enrollment at each of the schools. Conditions at Princess Anne Academy, as usual, will be crowded but we hope to relieve the condition by January at the completion of the new dormitory for girls.

T. H. K.

L I T E R A R Y

SOME PROBLEMS OF THE CO-ED.

Eva May Kendrick.

AT the approach of September, with its call to the school room, the thought of the teacher reverts to some of the more important phases of school life. If the teacher is a woman, holding a position in a co-educational school, it is probable that the interests, the problems, of the Co-ed, will claim a large share of

her attention. It is in this state of mind, at any rate, that we find ourselves. We approach these problems, not with the view of influencing faculty action, but with the purpose of presenting what might be the point of view of the Co-ed, herself. What attitude is she to take toward these questions? What can she contribute toward their effective and happy solution? We have in mind, of course, our own school, tho the problems of the Co-ed differ, in the various schools, not so much in kind, as in degree.

The Co-ed finds herself in competition with her superior, physically. If the young men are ambitious, they are apt to set a very lively pace, scholastically, and the Co-ed, if she competes successfully, is under considerable physical strain Hence, the problem of the conservation of her health becomes most urgent. The Co-ed appreciates that she cannot hope to do a woman's work in the world, if, in her zeal for intellectual attainment, she loses two of her most precious possessions —her health, and that which is dependent upon it, her beauty; and it is for their protection and perfection that she must strive.

Her study of physiology has acquainted her with the primary rules of health, and these she must carefully observe. But she feels the need of such exercise as will call into play all the muscles of the body, stir up the blood, give poise to her figure. Fortunately, her needs have been anticipated, and, in spite of the expense entailed; systematic physical training has been provided, and equipment for outdoor sports secured. All she needs to do is gratefully to take advantage of the opportunity afforded her. Compulsory physical training! No need of that for the intelligent girl. She knows that stoop in her shoulder is not beautiful, that awkard walk unattractive, that flat chest altogether unlovely and inimical to health, and her demand is for well-regulated, systematic physical training. Outdoor sports have an even more impelling attraction for her. All petty inconveniences are ignored. She is eager to be on the basket-ball team; eager to learn to play tennis: it is such glorious fun to feel her lungs charged with pure, fresh air, her blood coursing through her veins, her whole being exhilirated with the hope of winning the game. And all the while, she is traveling on the road of Pleasure to Health.

Be assured the Co-ed will solve the health question, and be ready to grapple with her second problem.

Of the various activities of the school, those carried on by the students themselves are of inestimable importance. The literary societies, the athletic association, the class organizations, student committees, the boarding-club—all these are of very great value in developing the powers of the student, calling into play executive ability, arousing initiative. These activities are largely in the hands of the men. If the girls are recognized at all, they are given only subordinate offices to fill. The Co-ed thus loses the training that her sister in a girls' school has, perforce. The second problem the Co-ed must solve, is, therefore: How can she insure herself a responsible share in student activities?

Of course she cannot hope for results by angrily insisting upon her "rights." Perhaps she has no rights. The thing for her to do is to find out why she is considered a rather neg-

ligible quantity.

It is partly explained, as she will know, by the hoary idea that woman is to be subordinate to man; that her voice should not be heard in public councils. The time is certainly ripe for that notion to be relegated to limbo; and no one should be more zealous in the matter than the college woman. Of the other contributing causes, perhaps timidity on the part of the Co-ed is more to blame than anything else. It prevents her making herself felt as a factor to be reckoned with. It ties her tongue; chains her to her seat. The terror of public speaking possess her. Her silence is construed as owing to a lack of ideas, an inability to contribute anything worth while, and naturally she is considered as rather inconsequential. It is imperative that the Co-ed throw off her shackles, and the only way to do so is for her to muster her courage, stand on her feet, and express herself. Participation in public discussions, will, after a time, make her mistress. The Co-ed must assure herself, however, that it is her timidity alone that is at fault. Has she a lively interest in these student activities? Is she zealous for their success? Is she willing to give of her time, and of her best thought, that they may be furthered? If not, she has no right to positions of responsibility.

The third problem, is, on the whole, the most perplexing and difficult of solution. And yet, if the two preceding questions have been satisfactorily answered, the third assumes ever decreasing proportions. We have to consider lastly: The Co-ed and the social life of the school.

This involves her relations with the young men. She may assure herself, at the outset, that the relationship may be just what she wishes it to be. That is one of her inalienable rights, and well may she cherish it. If she wishes the relationship to be largely or purely a sentimental one, she may have it so. She cannot hope, however, for Faculty or parental support. If she wishes, on the other hand, to maintain a cordial, wholesome fellowship, it is easy of accomplishment, and her attitude will be readily indorsed by the authorities. As suggested before, the girl with sound health, a lover of outdoor sports, an interested participant in all of the activities of the school, is, nine cases out of ten, anything but a love-sick, spooning maiden. She has a sanity of judgment, a self-respect that refuses to tolerate a foolish, dangerous relationship.

The question includes, however, the whole social life of the school, the recreative and fun element that is so necessary for young people. This is, in a very real way, the Co-ed's problem. Woman is fittingly the center of our social life; for she has been richly endowed with social gifts. With the hearty co-operation of the Co-ed, the social functions of the school can be made most enjoyable. With her graciousness, her tact, she can make the most backward feel at ease, and her buoyant spirit and sunshine will prove wonderfully contagious.

In addition to the more formal social affairs, every school feels the need of more or less impromptu entertainments, in which the fun element is conspicuous. It is here, especially, that the Co-ed can be a great asset. Let her exercise her ingenuity in planning some real good frolics and thus bring the home at-

mosphere into the school. If the Co-ed will but recognize her responsibility and her opportunity she can make the school a delightfully happy place, and in after years, it will prove to be one of the dearest memories of those who were fortunate enough to have shared its pleasures.

The Co-ed has other problems, but minor ones. We leave her to find them and solve them. As she once more takes up her school duties, we wish her all success, and pledge her our most hearty and sympathetic support.

EDUCATIONAL ADVANTAGES OFFERED AT PRINCESS ANNE ACADEMY.

Crafton C. Reed.

PRINCESS ANNE ACADEMY, Eastern Branch of the Maryland Agricultural College, offers two strong courses of study,—the regular term of eight and one-half months and a summer course of six weeks. The preceding number of the BULLETIN was devoted largely to the summer school session which closed in August. A graphic description editorially, in the literary section, and by testimonials was given. With this passing comment and reference your attention is directed to the regular school work.

Whether to educate means to train or whether to train means to educate, or whether education means any of the accepted definitions, the one big result sought in this business is to make boys and girls, men and women better, stronger, and more intelligent. Granting that there are many divisions and classifications in this work of educating people we expect no school to teach all branches and many schools to teach more than one.

ITS AIM.

Princess Anne Academy seeks to accomplish the great purpose of educating the youth by two well defined and distinct processes which have been correlated and welded so closely together by master hands that the finished products are achievements of wonder.

ITS WORK.

First of all our graduates by getting all round training, meet the needy cry of humanity,—"Give us trained men and women."

The people have called for religious leaders. A large percentage of our product has made preparation to meet the call of the church. Trained men are in demand. The pew yearns for a literate pulpit. Men who have been successful as pastors, who have been district superintendents, who have represented the church and the layity in many General Conferences of Methodism, who have gone abroad to represent church interests, whose names have been mentioned as possible candidates for the Bishopric were once students at the Academy. Numerous citations of rare work in this field could be made. These successful efforts, crowned and being crowned, shed luster upon the Academy.

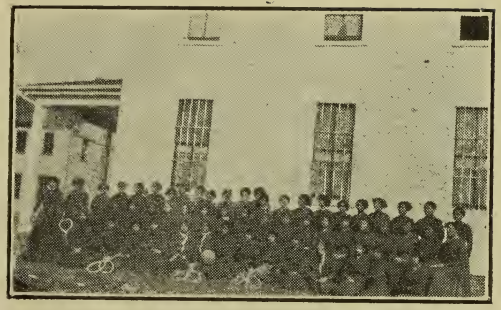
In the work of preparing teachers our school has been quite active. Whether the preparation ceased with the completion of the work here or not the Academy shares in the success of her students. Her products are teachers in the one room country schools, are grade teachers, are principals of public schools, teachers and instructors in

Boys' Dormitory

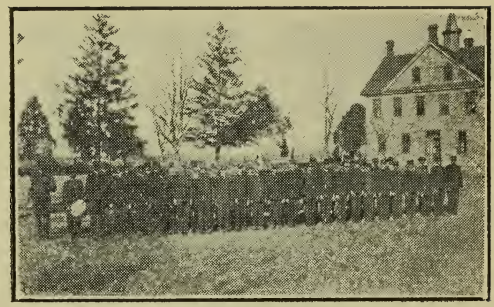
Girls' Dormitory

Mechanics' Building

Farm Buildings



Girls in Uniform

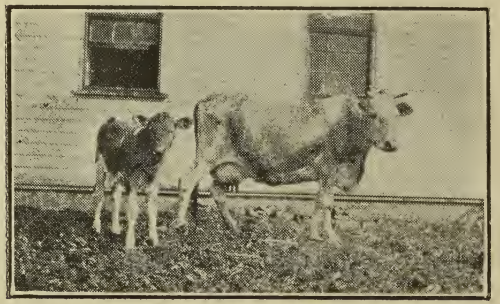


Boys in Uniform

Around the May Pole—Summer School

A Part of Summer School

Feeding the Rhode Island Reds



"Lady Simon" and Daughter—Imported Stock

Dynamiting for Orchard Planting

Where the Pigs Grow

The Band

On the Farm

In the Carpenter Shop

Domestic Science Class

secondary schools, and principals of institutes and academies.

Our records show a small percentage of yet highly qualified and efficient representatives in medicine, pharmacy, dentistry, law and embalming.

These various pursuits of life are the result of concentration of thought upon studies prescribed for the academic student. We classify them Normal and Scientific.

Princess Anne Academy was not asleep to the call of the progressive spirit of education which has been liberal enough to dignify another branch of work which seems destined to hold its place by empirical rules alone. Happily the powerful search light of wisdom found this precious gem and is rapidly revealing its worth. Industrial work has come to remain a fixed part of modern education.

No one would scarcely expect a small secondary school that has quite the whole of its nearly thirty years of existence emphasized the work upon which it was founded to lean greatly toward a new and experimental phase of work in *its* curriculum. While it would not be logically expected of a well founded school to be unfixed in its aim and purpose, it can be rightly claimed that this school is liberal enough to magnify the phase of industrial work and not minimize the stress laid upon purely academic work.

If we look at the two branches of work as widely separated and distinct, then Princess Anne Academy conducts more than one school. If the two branches are to be considered united, welded and hammered into one general course, then the Academy gives a wide training sufficiently strong to qualify her students for more than one pursuit.

How is this done? Follow the course in a general way. For twenty hours a week every student devotes attention to class room work of a wide variety of subjects. There are two courses offered,—Normal and Scientific or Preparatory. Beginning in the first year of the regular course the electives appear. The Normal student majors in subjects best fitted to make one a teacher. The Preparatory student majors in subjects that will aid one in a college course. While either a normal or a preparatory student must take certain subjects and may elect others some branch of the industrial work of the course must be followed in its entirety by all students.

The industrial side of the work is important and expensive. Under this head eight distinct courses are offered. A student must complete some one of these courses to receive a diploma from the school. Relatively then, the strength of the two courses is about equal. Rarely are graduation papers issued except in pairs. The school rule *is* that a student *must* complete both branches to graduate.

Encouragement is given to students who desire to follow industrial pursuits as life's work. New and lucrative positions are opening up to the prepared man or woman. Positions as instructors, supervisors, farm demonstrators, and field agents among the men and as matrons, instructors, supervisors, and demonstrators among the women, at good salaries, are open to those who have prepared to do the work.

Princess Anne Academy is preparing men and women to fill these places and then further prepares

them to hold them by offering an excellent six weeks' summer course. The eight and one-half months' regular course coupled with this advanced work puts Princess Anne Academy in no mean position among ratable schools.

Parents of prospective students do you want your child to come to our school? Interested patrons and friends do you know of any promising young people not yet decided as to what school they will go? If so, Princcess Anne Academy with twelve qualified teachers will meet your desires.

THE MIDDLE CLASS.

Clayton Carroll,—College, '16.

All people, whatever their condition or their station in life belong to one of three classes: the upper, the lower, or the middle class. The upper class is regarded as the most fortunate one and is made up of those who by reason of their high positions or the wealth they possess are looked upon as being higher than their fellows.

To the lower class belong those who occupy the humblest positions and are so situated that they can scarcely obtain the necessities of life. They undergo hardships that those in the upper class know nothing of and with them life is one long, hard struggle.

Those belonging to the middle class do not hold distinguished positions of honor, nor can they be termed wealthy. On the other hand their positions cannot be regarded as the humblest nor can it be said that they have serious difficulty in obtaining those things that make life comfortable. It is this class that is most suited to happiness and contentment.

The middle class is envied by the other two.

Very poor people often express the desire not to be rich, but to have just enough to enable them to live in comfort.

Those in high positions often wish that they were in this class and thus free from the heavy responsibilities and cares of a high life. Again, the rich man has uneasiness and fears concerning his possessions and often wishes he were in the middle class. Consequently we often hear of the rich becoming great philanthrophists and giving away millions at the time; not so much for the purpose of aiding others as that they feel the burden of immense riches and would like, consequently, to possess only enough to enable them to live in comfort.

The middle class is the most contented one and freest from disturbance of both body and mind.

The rich are forced as a rule to live a life of extravagance and luxury and in keeping up with the demands made upon them have to eat, dress and act in such a manner that is detrimental to their health. They are subject, also, to the vicissitudes of fortune and are kept in perpetual anxiety of mind fearing the loss of their wealth.

On the other hand, the poor man owing to his insufficient diet, hard labor and exposure wears out the tissues of his body and is thus easily subject to disease. Then, he is in constant anxiety as to how he may obtain a livelihood; for poor persons are often known to sit down to a meal not knowing from whence the next is to come.

High positions such as those of kings, monarchs, presidents and oth-

er rulers are by no means places where the most happiness is assured. This is proved by using as illustrations some of those who have occupied them. It is a well known saying "Uneasy lies the head that wears a crown." This is true not only of kings and queens but of any who occupy similar positions.

Towards the close of his rule as Protector of England Oliver Cromwell is said to have lived in such constant fear of assassination that he always wore armor under his clothes.

Charles, the First who ruled just before him suffered intolerable agonies between the time of his falling into the hands of the Parliament and his death at the hands of the executioner.

Louis XVI. of France suffered like experiences and met death in the same way.

Three Presidents of the United States have fallen by the hand of an assasin. Others have suffered extreme agonies of mind. George Washington is said to have been so discouraged at one time during his term of office that he expressed the desire that he would rather be in his grave than in the Presidency.

It is scarcely necessary to mention the unhappiness of the lower class. These are they that live in the slums and owing to their wretched manner of living are subject to various bodily disease. They are very often without food and proper clothing and in the winter without fire. The poor beggar who goes from door to door asking alms, the blind, the cripple and those otherwise deformed form a miserable troop of pitiable humanity calling upon those more fortunate for help.

The middle class moves smoothly and easily through life and its share of the cares and troubles of the world cannot be compared with those of the other two classes.

Some think that a place of greatness or the possession of riches assures unlimited and undisturbed happiness. This is a most erroneous idea. The possession of health, peace, contentment, a good name, a clear conscience and firm friends assures one of infinitely more happiness than either of these. These possessions are found most largely among those of the middle class.

Finally, if one desires happiness and contentment in life, let that one aim to avoid the ill comforts of the poor as well as the anxieties of the rich and those in great places, and seek the happy medium known as the middle station in life.

NOTES ON IDEALS.

Lida L. Brown.

An ideal may be defined as something we desire that always stays just a little beyond our grasp and after which we are constantly striving and bending all our energies. There is some picture before our mind and we start out in quest of it. We say to ourselves, "Oh if I could only get that." Whatever it is that is our ideal.

Ideals make us what we are and the process of ideal making begins early in childhood. A little child in its play reveals the ideals which are being formed. A story is told of three children, a white boy, a Jew, and a Negro boy. The question was asked the white boy, "Well little boy, what are you going to be when you grow up?" He answered, "I am going to be a statesman. I am going

to help make the laws that govern our people, because my mother said so." And the Jew answered in his turn, " O, I am going to keep a store and sell old clothes and if I can't get one price for them I'll get another, because my mother said so." Thus, these two had their ideals. And the Negro boy answered in his turn, "I aint going to be nothing, 'cause my mother said so." He, too, had his ideal.

Ideals act as a great commander-in-chief and we follow. Last summer I was reading in an old magazine the story of a young woman who had become a noted poetess, whose name I do not recall. The story read that her mother used to read poetry to her before she could talk and speak different languages to her so that at three years of age this little girl could speak three languages and she also began to write poetry at that age. She was out in the garden one day playing among the flowers when a bee stung her. She wrote this poem:

One day I saw a bumble bee
A bumbling on a rose
And as I stood admiring him
He stung me on the nose

My nose in pain did swell and swell
As large as a potato so my mother said
Tho' daddie thought 't was more like a tomato

Now, dear children, this advice
I hope you'll take from me
And next time you see a bumble bee
Just let that bumble be.

Too much cannot be said of the value of good homes; and parents whose ideals are high cannot be overestimated. Mr. Nutter, a lawyer of Atlantic City, in addressing a company of students said that mothers of high ideals had beautiful pictures on the wall at which to look, beautiful paper, and everything that is good and true and pure around her so that she could be constantly thinking of such things and so transmit them to the mind of her child. We can see, then, that it behooves us always to have high ideals, to think pure and noble thoughts, not merely for ourselves alone, but for the sake of others.

When ideals are lowered, character is weakened and sin and evil have their opportunity. There are many things which tend to lower and dim the ideals of the young people of today and it is because these things are true that one feels like giving added praise to the young people of high ideals who refuse to let the carelessness of the time in which they live gain entrance into their hearts and tarnish those ideals.

The student of high ideals sometimes seems to be alone. Other students sneer at him, tease, laugh, call him bookworm, and say that he can't have any fun. A certain boy in school used always to excuse himself from the company when smutty jokes were being told. The other boys sneered, called him a Christian; he simply smiled but made no reply. One does not have to be a bookworm, but of course he studies; he is not prudish but high minded and pure; he has fun, the only real fun, but it is pure, clean and kindly.

Nothing in the world can ever make up for the loss of a pure and high ideal. If we could look into the sad faces, and read the suffering hearts of those who early in childhood forsook their ideals, then we would appreciate the value of our own and cherish them with all our hearts.

We would have you remember this if nothing more. Safeguard your ideals; present them untarnished, attractive, inspiring; turn

your back upon temptations, vanity, pride; scorn gossip, neither listen to nor repeat the word that "they" say and keep your mind and heart upon the undimmed ideal you have set before you.

SCHOOL NOTES AND NEWS

BALTIMORE.

President J. O. Spencer of Morgan College who has been bound in Europe on account of the war is now home. His return relieves the patrons of the College of much anxiety.

For general information relative to entering Morgan College write Miss Fannie E. Spencer, Morgan College, Baltimore, Md.

Dean Young is much improved after a serious attack at his home in Harper's Ferry, W. Va.

PRINCESS ANNE.

Preparations are being made to erect a three story building as an addition to the girls' dormitory 76 ft. x 32 ft., with baths on each floor. A steam heating plant will be installed, putting heat in each room and on the halls.

Principal T. H. Kiah has spent much time "on the road" in the interest of our schools, in particular Princess Anne Academy; was present during the summer school session June 29 to August 7; with Mrs. Kiah visited friends in Atlantic City just after summer school; is now back home answering letters from applicants, receiving bids for work on the new dormitory and getting things in shape for the coming session.

Mr. D. J. Pinkett took special summer school work at Pennsylvania University; ran over to Atlantic City to see friends and is now primed for another year's work.

A spell of sickness compelled Miss A. M. Carroll to stay at home most of the summer. She sniffed some of the salt air of Asbury Park during the hot days.

Mr. S. H. Dix has done considerable educational scouting around Pocomoke City in the interest of the Academy. He was the Summer School Registrar.

Miss O. C. Madella divided her time and interest between Princess Anne and Washington. Miss Madella taught at the summer school.

Mr. Roy L. Cordery, is sorry summer school is over. At this writing, if all plans carried, the gentleman and lady are honeymooning. Congratulations to Mr. and Mrs. Cordery.

Miss Lida L. Brown was home for the summer. She finds the Salemites of Jersey a good set of folks to be with during vacation time.

Mr. R. A. Grigsby has summered by the sea. Atlantic City and its people will give our "Old Dominion" representative interesting subject matter for chapel talks.

Miss E. Juanita Bowen shared her time among Northern cities, Princess Anne and cities of the South. Miss Bowen was matron at the summer school. She will return soon after days of varied experiences in sight seeing.

Mr. W. W. Privott has kept up repairs on the agricultural implements and other property of the school. This work and other of a personal nature has kept our sturdy smith "on the job."

Messrs. John Elliott Smith and C. C. Reed alternated watches over the campus for the summer. Mr. Smith has been kept busy with the crops while the Instructor in Printing and an assistant found steady employment.

Mrs. S. P. Pinkett is assuming normal conditions after an operation at the hospital in Salisbury.

Mrs. C. M. Smith is very much improved after a severe attack of typhoid fever during the spring.

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THE FORTUNES OF WAR.

NOVEMBER, 1914.

Volume VI
Number 10

THE MORGAN COLLEGE BULLETIN

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The Morgan College Bulletin

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John O. Spencer, President.

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MARYLAND AGRICULTURAL COLLEGE

Literary.

FARM LIFE.

W. W. Privott.

THERE is no science, art, trade or industry that has a wider latitude or a more remote origin than the art of farming; dating back to the Garden of Eden and embracing the whole earth, truly "Agriculture is the nursing mother of the Arts." She makes the wind, rain, snow and seasons her servants, and the printing press, pen, telegraph, and the steam engine her messengers. There is no place where her voice is not heard; for she has been praised in glowing terms in all the languages and dialects of the world. She is mistress of the earth.

Her devotees have subjected to their uses the inventions and the discoveries of genius to make the Garden of Paradise, but here is the command: "Cursed is the ground for thy sake; in sorrow shalt thou eat of it all the days of thy life; Thorns, also thistles shall it bring forth to thee; and thou shalt eat the herb of the field: In the sweat of thy face shalt thou eat bread, till thou return unto the ground; for dust thou art, and unto dust shalt thou return."

There are many classes of farmers in this country; farm managers, farm instructors, farm pleasure-seekers, farm investors and farmers.

The manager is usually a non-participating hireling possessing practical general knowledge of farm work. He plans and directs the rotation, sees that the crops get in in their turn with the quantity and quality of fertilizers and seeds requisite for the fields. He knows the number of days required for the seeds to germinate and mature, average yields per acre, cost of planting, tilling, harvesting and can tell you without hesitation the gestation periods for cows, ewes, mares and sows. This man is pretty decent looking too; shows no marks of toil, no hands covered with callous spots, has a springy step, discusses the whys and hows of farming flippantly. We need your services, Mr. Manager, in about the same ratio as the companies of soldiers need captains or the ships crews, pilots. Captains do not carry guns, neither do pilots pass coal. The first character did not farm any.

To see to the drainage, preparation of the soil for seeds, distribution of fertilizers and planting,—a l

this devolves on you, Mr. Instructor, what sayest thou? You present a contract whose tenor is of this wise:

The Board of Regents of the State of New York has appointed you instructor of agriculture at XY Institute in Geneva, N. Y. for the ensuing year from June 1st, 1914 to June 1st, 1915 at a salary of $100 per month payable on or before the 10th of each month and every month. You are to have charge of the farm, live stock, farm impliments and vehicles; also you are expected to teach classes in agriculture, chemistry and physics.

The Instructor's paper certainly does not state or imply that he is to open the ditches, fallow the land, sow the fertilizer or plant the seeds, but infers that he be able to balance rations for the stock, make formulas for high and low grade fertilizers, set up experiments in the "Labs," and understand the fundamental principles of the soil so far as they relate to agriculture. We have need of you too, Mr. Instructor, better known as "book farmer," but we don't get our "eats" from the laboratories.

The "back to the farm" and "simple life" movements are largely responsible for the farm pleasure-seeker's leaving his urban home and making his abode in the rural districts. If references are sought, this individual is usually found to have been a social misfit at his former residence and hence he has bought a farm. As a rule he moves far away from the locality in which he was reared, and there withdraws from his former comrades to avoid social ostracism. He spends large sums of money improving the landscape features of the farm, renovating and razing buildings and setting out all varities of trees and shrubbery. He pays good wages, much above the price paid by other farmers in the same community for similar work; puts more help around the lawn and barn than was formerly used to carry on the whole place. But since this man is seeking pleasure and not profit we will have to excuse him from the ordeals of opening the ditches and fallowing the land.

The investor is very often a business man who was not born nor reared in the country, but takes the notion that there is profit in farming. He will pay in nearly every case more for a farm than its actual value and then "make good." Having sufficient capital to purchase the necessary teams and other live stock, farm machinery, and manures, and also having money to hire help he soon puts the farm on a paying basis. It might be added here that the lack of adequate capital is the main cause of so many failures at the farm business.

The purpose of the above narration is not to reflect criticism upon any of the classes of farmers, but to support the argument that whoever attempts to do farm work will find the vocation a laborious one fraught with many difficulties and uncertainties; and branded with the seal of ignorance. From my own observations I learn that there are more illiterates following this line of work than any other work under the sun;—so many that it is a common opinion that the man who farms is too ignorant to make a living at anything else and therefore, by the force of circumstances, must farm. Moreover, no one is consigned to the rank of non-thinkers except the farmer, the man who opens the ditches, grubs

up the stumps, fallows and fines the soil, plants, tills and harvests the crops. The manager, the instructor, all justly escape this stigma of ignorance.

This art of arts surely is eligible by virtue of seniority and the power which it sways over all other arts, trades and commerce to a more dignified rank than that generally given it by the public.

The boys' corn clubs and the girls' canning clubs are important factors in creating intrest for farming.

They are important in bringing about the change which will give the farm life the much needed elevation. Nor will the "back to the farm" movements bring the relief. Judging by what I have seen of those who leave the cities for the farm, they make poor fitters on the farms, especially when they come as they do, having failed at the place of their choice and having turned to farming by the sheer force of circumstances. This is all too much like a drowning man catching at a straw, to be recommended.

The Macedonian cry is the farmer's prayer. Send strong men and not men who have wasted their lives in keeping pace with the social claims of the city. Such persons are ill adapted to anything requiring constancy and muscle much less to follow the regular and monotonus routine of farm life.

Farming will be recognized as an art only when more men of brain and capital shall have enlisted in her army as privates to carry the guns, throw up the breastworks and to bear the heat and the burden of the day. Her name never will cease to be a synonym for ignorance and her vocation one for the unfortunate until more of the men who have learned of her science make themselves tillers. The harvest is great, but the right type of laborers is very few.

THE FORTUNES OF WAR.

Susie Van Pelt Spencer.

TO leave Paris one had to have permission from the French police and then, in order to enter England, passports had to be viséed by the British Consul.

The train left Monday at 6:10 p.m. It was almost a hopeless task to find a seat in the over crowded train. We were lucky enough to find an entire compartmant in one of the poorest cars but it turned out to be really quite comfortable. Just as the train was about to start two French soldiers entered. They belonged to the bicycle corps and had evidently come a great distance as they were covered with dust and very tired. One of them, an officer, was so exhausted that he threw himself down on the seat opposite and tried to sleep.

We insisted on moving our baggage and making him more comfortable. When they saw that they had our sympathy, they became very much interested and, after the weary officer had fallen asleep, quite an interesting conversation was carried on with his companion by means of motions, pictures, maps and the scenery. He told by maps, that the passengers would all change at Amiens and turned the hands of his watch back to show the hour the train would arrive there, and also pointed out the place to which they were going. It was in the direction of battle.

The officer looked so sad and downcast one could not help feeling that

he had just parted with those nearest and dearest to him and that he had a premonition that he would never see them again in this world.

When they reached their station we wished "Success to the Army of France," with the few French words at our command. It seemed to cheer them immensely. They brightened up and shook hands vigorously saying things evidently very interesting for the people in the compartments ahead and behind us immediately rose and looked over the partition to see what manner of people we were.

For four hours the passengers stood on the platform at Amines thinking the train for Boulogne would arrive at any moment. There were no guards or anyone to give information. A few boy scouts, French boys who could speak a little English, tried hard to help people. A few soldiers were on duty on the platform but there was such a net work of tracks and so many trains passing that they could give no information.

Car loads of wounded were coming in, one train load of English soldiers stopping near us. The men were lying on hay in freight cars and seemed hollow eyed and exhausted. One would hardly imagine them in a condition to go to the front. On each of these freight cars was painted the notice, "Hommes 32..40. Cheraux 8.

The English soldiers cheered a train load of wounded but the wounded in reply gave a long moaning sound that ran the full length of the train. Everyone that heard it was in tears.

A number of English soldiers formed a line while their officer gave some order. They staggered so that their knees almost touched the ground.

"Why, look at those soldiers. They are all wounded in their feet" people exclaimed, but they were only foot sore.

Fifteen hundred Belgian refugees came in. Nearby stood a pitiful group, two women and two children about four and six years of age, the little girl with a tiny kitten that persisted in running away, the little boy with a dog almost as large as himself held by a rope. The young mother in new widow's mourning, crushed and hopeless, seemed refined and accustomed to good surroundings. Two o'clock in the morning they stood in the midst of their bundles with two tired, patient children clinging to them.

A train load of soldiers arriving, word was given for all to get on board. As the soldiers went out one side, the crowd entered by the opposite side door.

Long waiting and the nervous strain people had undergone was the undoing of many, some losing their heads in the rush.

As one weary lady with her husband was climbing into an unoccupied compartment someone pulled her off the steps and crowded ahead. Struggling into a place the weary lady turned in time to see the first comer, a tall masculine woman, kick the suitcase of the husband from the steps of the car as he balanced it preparatory to climbing in. then the masculine lady put her hands on his shoulders and tried to push him off the steps.

Visions of a husbandless, moneyless, mealless trip danced before the weary lady's eyes. In terror and indignation she cried out, "Let him alone. Let my husband alone. He

shall come in here with me."

A small subdued voice answered meekly, "I didn't know he was your husband."

"You pulled me off the steps too. Let him in."

Just then the much abused suitcase landed on the floor of the compartment with a bang in dangerous proximity to the masculine lady's foot. A man's voice said sternly, "Madam, move aside, I mean to get in by my wife," and then they were reunited.

The masculine lady was rather a character. The cut of her garments, the shape of her hat, the style of her shoes and gloves were intensely mannish. In happier times she might have been an ataractive and interesting woman. There were three charming young women with her and they appeared to be classmates passing the summer together. She was evidently the self elected pioneer and guardian of the party.

The weary lady's partner in joys and sorrows acted the part of the good Samaritan and carefully adjusted the belongings of the belligerents. Then peace was declared and before reaching Boulogne they were all quite friendly tho the masculine lady seemed somewhat embarrassed and ashamed.

So the travelers said goodbye to Amiens and four days later that place of so many heartaches was occupied by the Germans.

The train arrived at Boulogne too late for the Folkstone boat so the passengers rushed to the restaurant and ate gratefully what breakfast could be obtained.

The next boat did not leave until 11:30 a.m. and most of that time the crowd were pushing and crowding in the broiling sun, striving to be the first on the boat. Passports were again in demand and quite a number of would-be-passengers were detained because their papers were unsatisfactory.

One moment of great joy came to two of the passengers. High on a load of baggage stood their trunks scratched, dented and broken but nevertheless the treasure trove for which they had sent letters innumerable and telgrams galore. For a month they had searched for it and the last day in Paris had received word that it was at the Custom House and that for duty and transfer they must pay seventy-five francs, ($15). This was excessive as there was only a small amount of purchases in it but the joke was really on them for among the articles for which they paid duty was a beautiful imported silk bag purchased in Atlanta, Ga. and a pair of silk gloves with the tag still on from Baltimore. Perhaps this contribution will help to support the government in its struggle, if so blessings go with it.

During the trip across the Channel people were constantly on the lookout for German ships. The sight of any ship in the distance made everyone thrill with excitement.

Seated near a large and cheerful touring party, that had somehow managed to keep its many members together, was a strongly built, good natured looking man who was giving a most remarkable exhibition of trick banjo and flute playing, singing and reciting as he played. Then he passed around a tin box into which people laughingly dropped coppers for no one on the trip had much ready money.

One lady whose attractive looking hand bag did not contain one red cent remained with folded hands a

the man approached. Without offering the box he paused a moment as though dreading some contempt or criticism and said, hesitatingly "Madam, it is a case of have to," then passed around to the other side of the boat. He was doubtless one of the many stranded Americans and all had the highest admiration for the man's .spunk in working his way home.

The unexpectedly large contribution in custom's duties to the French government had left the two travelers almost stranded and at Folkstone they had just enough money to carry them to London in a third class coach with no tips for porters.

At four o'clock, tired and hungry, for they had eaten nothing since their early breakfast, they reached their hotel to find an orchestra playing and tea being served on a flower enclosed porch. Was England at war or had they only dreamed it? They felt as safe and secure as tho the stars and stripes waved over their heads.

The next morning they made an early start for the Red Star Steamship Office. The crowd was three deep at the long counter but a letter to the Manager from the Paris Branch office secured instant and courteous attention. From nine until three they waited for a possible passage and were finally able to secure a very comfortable cabin.

It was curious to see the people who had assembled from all parts of Europe suddenly recognizing friends or relatives supposed to be far away. Among the constantly changing crowd was the masculine lady. Not the athlete of Amiens but a distinctly womanly figure with feathered hat and graceful gown that had the touch of Paris.

The sailing date of the ship in which passage had been engaged was changed so frequently that no one believed that it would really sail on the day appointed.

No one dared to spend money not knowing how long they might be detained in England. Altho the two travelers remained at their attractive hotel, they took most of their meals at very much less expensive places and found many Americans doing the same. One afternoon they stopped at a smart looking shop for tea. The cakes served were so delicious and so unlike the usual idea of sweets that they praised them to the waiter, really the owner, who was very much pleased.

"Yes," he said, "Before the war three bakings could not supply the demand but now we cannot dispose of one baking."

"Are you an Englishman?"

"I was naturalized in England twenty-five years ago."

"We have just passed through Europe. It is dreadful."

He looked around and then leaned over and said. "The war is all England's fault. She is so jealous of poor Germany. There are thirty thousand of us Germans here in London and as soon as possible we are going to the United States."

They hurried out as they did not want to get the man in trouble and some of his remarks would have caught the attention of the police.

All public places of interest were closed because of the recent attacks of the suffragists. It was intensely interesting to see the troops pass through the city on their way to the front.

While walking through an unfrequented street, the swinging doors of a saloon suddenly opened and

there appeared one of the most surprising figures in London,—A Negro Minstrel. At the first glance the travelers recognized the banjo player of the Folkstone boat. His face was blackened and he carried his banjo in his hand. He wore a ragged dress suit with a sun flower in the buttonhole, and a huge green necktie and a battered silk hat on his head. One might have hoped to escape recognition in such a disguise but they met face to face and the recognition was mutual. One moment he paused then dashed back through the doorway.

It would have been a pleasure to have said to him, "Friend, are you in hard luck? Well, so are we but if a few dollars will help, you are welcome to them."

It was considered advisable to go to Southampton the day before the ship sailed on account of the crowded condition of the special trains that were to go direct to the dock.

The rooms engaged at the Southampton hotel had been commandeered for the soldiers so a quaint little inn with an attractive garden was found. A long table of snowy whiteness ran the full length of the dining room and down the centre was a perfect hedge of beautiful garden flowers. The most delicious food and apple pie, American style, was served. What more could any tourist want? But the beds were of feathers and the night was warm.

No one was allowed on the docks at Southampton and they were so enclosed that the residents of that city were in absolute ignorance concerning the number and departure of troops.

The next morning it was necessary to take the special train at the town station as that was the only way to reach the dock. Then came the same struggling pushing crowd. Everyone had his passage reserved and knew they had a right on the ship but the spirit that had caused the same mad rush through Europe still prevailed.

The American Consul with some officers stood at the foot of the gangway and inspected passports. The whole affair was managed in a most unbusiness like way and when one of the men roughly handled a lady some American men resented it and almost a riot resulted. Later there was better management and things went more smoothly.

It was intensely interesting to watch the people come on board. There were so many new fur coats, hat boxes and dog baskets containing Pomeranians of which there had been a widely advertised sale in London. Strange to relate, of the thirteen who had left Geneva together, nine met on that ship having surrendered their passage on other ships to take the first sailing home.

Considering the fact that fifty-two cabin and dining saloon men had deserted the ship the day before things went well. The food was plain but well cooked. The trip was most uneventful, the only excitement was a few icebergs and the sight of ships at a distance.

There were many Germans on the ship and when the pilot came on board the men cried eagerly, "What news of the war?"

"They are beating the Germans." Amidst the cheers and shouts of general rejoicing one German sadly said to his wife, "There is no place on earth for us. We are nothing and nobody."

When the great ship came slowly into dock, the pier was covered with

a crowd cheering and wildly waving hats and flags. Passengers who had shown no emotion during the trip had tears in their eyes as they realized as never before that the stars and stripes meant peace and protection and—best of all—Home.

THE IMMORTALITY OF ONE'S DEEDS.

Lida L. Brown.

A little seed is placed in the ground. It lies there apprently dead or asleep for a few days or weeks perhaps, then sends forth a little blade which takes food and moisture from the soil, air, and sunlight and grows until it developes into a beautiful flower or ripens into fruit for the good of man.

An ugly caterpillar which the children all brush away, simply falls asleep a hated old caterpillar and awakes a beautiful butterfly, after which the children all run.

Geology teaches us that the leaves and trees of a long gone age fell and died in the forest and in the lapse of years turned into coal, a very useful article.

The sun in running his unwearied course shines so forcibly that long after he has bade us good night and gone to greet those on the other side of the world, we are guided by the light left behind him.

If these things are true about the little seed, the caterpillar, the trees, leaves and sun, if they still do good after their departure, what about man? We often say man dies, but his memory lives, that is, his influence still survives and is operative wherever it is. It springs up in another's life either as a blessing or as a curse.

Just as a stone thrown into the water causes waves that move farther and farther outward so what we say causes waves in the air that never cease until they reach the heart and ear of some one and like the germs of bacilli if the conditions are proper simply remain there and propagate their kind. I often think of Longfellow's poem entitled "The Arrow and the Song" and especially the second and third stanzas:

I shot an arrow into the air
It fell to earth I knew not where,
For so swiftly it flew the sight
Could not follow it in its flight.

I breathed a song into the air
It fell to earth, I knew not where.
For who has sight so keen and strong
That it could follow the flight of song?

Long, long afterward in an oak
I found the arrow still unbroke
And the song from beginning to end
I found again in the heart of a friend.

Not the same words perhaps did he find but the sentiment. What if the song had been an evil one? Perhaps, it too, might have been in the heart of that friend just the same, so then we see that the world is full of echoes, echoes from your life, echoes from my life are flying through the air seeking the wire that will respond to their touch. They may not find the right one during our lives, but when they do what will the response be?

Some of us go quietly through life thinking that our lives are not acting upon the rest of mankind, but whether or not every one is another's ideal and we can sin as truly by omission as by commission; "In-asmuch as ye did it not", says the Scripture and Cummings says, "what we do is transacted on a stage in which all in the universe are spectators and what we say is transmitted in echoes that never cease; what we are is influencing and acting on the

rest of mankind. Neutral we cannot be. Living we act and dead we speak and all nature is a mighty tablet forever recording the words, the deeds, the passions of mankind."

Since these things are true then let us all so live that we, too, like the setting sun may leave a trail of light behind us, by which others may see their way to that rest which remaineth for the people of God.

THE ART OF PRINTING.

Maslin F. Pinkett.

PRINTING is the art, process or practice of impressing letters, characters or figures on paper, cloth or other material.

There are several branches of the art, as the printing of newspapers, books, job work, etc. This is done by means of different forms of metal.

Printing by use of engraved steel or copper plates is known as engraving. The taking of impressions from stone is known as lithography, and the printing of figured patterns on fabrics is known as callico printing.

Gutenburg's first printings were the "*Alexandri Galli Doctrinae*" and the "*Petri Hispani Tractatus*" in 1442. And subsequently the *Tabula Alphabetica*, and *The Confession Alia* between the years 1444 and 1450. He also helped to print the first Bible of 637 pages.

In 1468 Gutenburg died having contributed to the world one of the greatest arts known either in ancient or modern history.

Schoeffer invented the cast metallic type in 1459, which meant much to the world.

The art of printing was introduced into France in 1459; into Italy in 1465; and into England by Caxton in 1474, and into Spain in 1477.

Look at the state of the world before the discovery of the art of printing. It was sunk into the grossest mental and moral darkness that one can well conceive on this side of barbarism.

There were no arts and no sciences, even the simplest rudiments of education being unknown to the common people, nay even to the nobles. The monks and priests monopolized every particle of information possible. The world had not awakened to the art of printing. The foulest licentiousness, the most intolerable tyranny and the most detestable fraud and violence existed in the land.

To this lamentable state of things must be added, the fact that all orders of men were plunged deeply into superstition, and the laborers were led like idiot slaves by their spiritual masters. Religion, save in its penances and exhortions, was quite a sealed and hopeless mystery to them.

There was no peace, no order, no morality; but crime and ignorance, like two hideous monsters, ruled gloatingly over chaos.

But later, about the fifteenth century, the darkness passed from the landscape and the sun shone forth, the spirit of Printing merged from the eclipse, which was to give light to the whole world. It must have been an awakening to civilization that set all nature singing, the music of the literary world playing in a major chord and the pulse of universal joy throbbing when the "art of printing" was introduced to the world.

We can see John Gutenburg as he sang a new song to the nation, in which all countries might join and make harmony in the international hymn.

Printing had been practiced by the Chinese by means of engraved and lettered scales or blocks which seems to be a device as old as civilization. But Gutenburg invented the movable letters which we call "type." This was the beginning of the real art. And just as the sublime command of the Most High penetrated the original chaos of the universe, so did the art of printing penetrate the dark age which was sunk into illiteracy and ignorance. It seemed to say: "Let there be light and there was light", and when this light came men saw. It unshackled the minds and souls of men that were doomed to ignorance and liberated them from mental darkness and great intellects arose.

If we call to mind the mighty service which the art of printing performed at the time of its invention in extending religious knowledge, defying bigotry and bringing about our glorious reformation, I think our debt to it will be incalculable and that it must not be forgotten when another claimant of merit appears. The art kindled a flame of enthusiasm throughout the whole literary world that nothing can resist, and in the language of the poet: "Hereby tongues are known, knowledge groweth, judgment increaseth, books are dispersed, the Scripture is seen, the doctors are read, stories are opened, times compared, truth discerned, and falsehood detected, all from the art of printing.

The art of printing meant that there would be not only a conversation between people of one town, but that there would be a world wide conversation. By this art as by the gift of tongues, the doctrine of the gospel soundeth to all nations and countries under Heaven; and what God revealeth to one man is dispersed to many; and what is known to one nation is opened to all nations.

Through printing Luther was made known to us as the one who effected his reformation of our spiritual creed. Had it not been for this art what would we have known of Socrates, Xenocrates an eminent pupil of Plato, of Diogenes a famous cynic, who taught and practiced a supreme contempt for all the usages, conveniences and properties of life, or of Democritus sometimes called the "laughing philosopher," because he treated the follies and vices of mankind with ridicule. But he taught that the physical universe consists of atoms and that nature, space, and motion are eternal.

Within the last few years there has been a general reawakening in the printing industry. Printers have begun to realize the necessity for higher standards and higher ideals. It has become clear to them that greater efficiency is needed in every department in order to insure progress, and that increased efficiency must begin with the lowest paid employee in an institution and reach the highest paid executive.

It is the survival of the fittest that has given birth to many new and wonderful inventions; it is this which has brought into existence the cost congress as an educational factor for the master printers.

What has the art of printing wrought?

Look at the world prior to the time of Caxton, and you will see

that the real lamps of achievement had not been lighted, the corner stone of education had not been laid, the impetus of intellectuality had not been gained and deeds were done that made men think that the sun had set in a sea of blood. The dawn of printing was the dawn of civilization and just as the sun aids the little plant to grow into a beautiful flower or fruit so also does the art of printing aid the minds of men to grow and become great in thought and reason.

Printing gave light to the whole earth, then the world began to have eyes to see, it unlocked the dark places of time and rolled back the black clouds of ignorance so that the stars might twinkle at prosperity and the sun shine on civilization.

SCHOOL NOTES AND NEWS

BALTIMORE.

DR. C. W. BENNETT AT MORGAN.

On Wednesday morning, Nov. 11, Dr. C. W. Bennett Inspector of Freedmen's Aid schools gave a short talk to the student body.

He took as his subject four points which were laid before a group of students by Dr. Gray of Indiana at the opening of school.

First, find the tools to work with. These are generally the books contained in our reference libraries. A good library intelligently used is one of the greatest assets of a school. It is to be deplored that Morgan College has not a larger well worked out library.

Second, find yourself. I wonder what he could have meant by that? A young man or young woman should begin to wake up to the advantages of having a college education. Many are denied this privilege of association with the noblest and best things of life. One should not drift through college without waking up to a realization of what his course in college sohuld really mean.

The third point was, find the best in your social life. What do we get from this? Merely that the boys and girls should associate? No, I hardly think that he could have meant that. He probably meant to say that the very best acquaintances which are ever formed among highly cultured people are begun during college life. Therefore in order that we may be recognized by these folks it pays to be a gentleman; it pays to be a lady. Never forget yourself, never lose grip upon yourself under any provocation. Remember, only a part of your education is bound up in books after all. There is much to be learned in college life that is outside of the book. Make the best of your social life that you may become cultivated socially, mentally and morally.

The fourth and last topic was, determine what is best in your college course in preparation for later life. Your preparation should be so thorough, so strong, well grounded and honest that you will win when you get out of college and begin the battle of life. If you desire to succeed in life don't "pony." The young man who ponys in college will be ponying at the age of sixty. All through the years he will feel the effect of having failed to work out his school problems for himself. I say to you in all seriousness, do not cheopen your college work. Had someone told me forty years ago just what I am telling you now it would have been worth money to me. I say this out of a desire to see you grow into better things.

Never say you cannot do a thing; if you do you will go through college and not know a thing. Don't dodge the hard task. Take hold of the difficult thing and work it out.

The Tuesday morning lectures are an important feature of our school work. We have recently been favored with an address by Bishop John Hurst, D.D., LL.D., on "The Story of a Diamond Necklace," being an

application of Maupassant's story of the same name. It was very interesting and instructive.

Elsewhere is reported the address of Dr. C. W. Bennett, Inspector of Freedmen's Aid schools. On Tuesday, Nov. 17th State Senator William J. Ogden delivered a most interesting and instructive address on the Initiative and Referendum. It has never been our pleasure to listen to a clearer exposition of this now popular subject.

On Tuesday, Nov. 24th, Mr. John Daniels, Director of Social Service Corporation will deliver an address on "The Negro in Freedom's Birthplace." He will be followed later with addresses by Dr. Ernest Lyon and others.

The enrollment of Morgan College continues to increase. It is now Seniors 2, Juniors 10, Sophomores 15, Freshmen, 12, making a total of 39 in the College department. The fourth year 20, third year 10, second year 23, first year 22, making 75 in the Preparatory department, a grand total of 114.

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